An Open, Just and Democratic Society with Quality Education for All

Program Strategy 2012-2016



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hakielimu

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Abbreviations

BEST	Basic Education Statistics in Tanzania
CEA	Community Engagement and Action
CSO	Civil Society Organization
DP	Development Partners
EMAC	Educational Materials Approval Committee
ETP	Education and Training Policy
FA	Finance and Administration
ICT	Information Communication Technology
IT	Information Technology
LGA	Local Government Authority
MA	Media and Advocacy
MDG	Millennium Development Goal
MoEVT	Ministry of Education and Vocational Training
MoFEA	Ministry of Finance and Economic Affairs
MP	Member of Parliament
PEDP	Primary Education Development Programme
PETS	Public Expenditure Tracking Survey
RPA	Research and Policy Analysis
SAM	Social Accountability Monitoring
SDL	Strategic Direction and Leadership
SEDP	Secondary Education Development Programme
TENMET	Tanzania Education Network / Mtandao wa Elimu Tanzania
TPR	Teacher Pupil Ratio
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization



Vision

An open, just and democratic Tanzania
where all people enjoy the right to education
that promotes equity, creativity and critical thinking.

Mission

To enable people to transform education, in and out of schools;
influence policy making and effective implementation;
stimulate imaginative public dialogue and social change;
conduct research, policy analysis and advocacy; and
collaborate with partners to advance participation,
accountability, transparency and social justice.

Outcomes

- Children are in schools and actively learning.
- Citizens are informed, confident and actively engage
- Government is open, responsive and accountable

Background

"Education arouses curiosity and provokes questioning – the challenging of old assumptions and established practices. An educated Ujamaa Village, for example, will neither allow nor tolerate dishonesty among its accountants or authoritarianism among its leaders. An educated population will challenge the actions of its elected representatives, including its President."

J, K. Nyerere (1967) Adult Education and Development

As Mwalimu Nyerere recognized long ago, education is about liberation, about building a critical society that is curious, that asks questions, and that holds leaders to account. For the last ten years HakiElimu has helped people make a difference in education and democracy across Tanzania. HakiElimu has informed citizens, stimulated debate and created awareness, which in turn has spurred citizen engagement that has irrevocably changed the educational and political landscape.

HakiElimu takes a human rights-based approach to education, emphasizing equity in access, quality and governance of education. Like Mwalimu Nyerere, we view education as including, but much bigger than, schooling. HakiElimu sees the problems in education in Tanzania as primarily political and institutional in nature, and believes that providing citizens with the space to hold government accountable is critical to improving the state of education and society.

In the first ten years of HakiElimu's work, our approach mainly focused on providing citizens with analyses and information linking gaps and challenges of policies and practices in education and government at large. In this way, HakiElimu promoted awareness of the general public on education policy implementation and thus encouraged people to look beyond the rhetoric at what was actually going on. Through this approach, HakiElimu has been recognized as a champion for change, powerfully influencing the way Tanzanians think and engage with education, and stimulating imaginative debate to spur both public and government action.

In particular, HakiElimu is widely recognized among the public for its effective nationwide engagement on democracy, governance, and quality of education. HakiElimu has mobilized a countrywide grassroots network of over 30,000 *Friends of Education*, whose members include community organizations and individuals who want to make a difference in their local schools and communities.



From 2005 to date, HakiElimu has conducted several campaigns to address the lack of attention to education quality and lack of transparency and accountability in education governance and democracy.

A key component of this strategy is the use of popular media, including TV, radio, billboards, cartoons in newspapers, and various publications to educate the public and foster debate about Tanzania's schools. HakiElimu's dramatic TV and radio spots on the delays in payment of teachers' salaries raised public awareness and catalyzed sufficient public pressure to change government policy and practice. The organization also produced about 100 popular publications and distributed them widely, ultimately sending out millions of publications to over thirty million *Friends of Education*, CSOs, key institutions and ordinary citizens. These publications have aided HakiElimu's work to stimulate debate and inform people to take action in making a difference in education and democracy.

The government has often reacted strongly against the issues raised by HakiElimu. The climax come in 2005 when the organization was prevented from undertaking a range of activities in schools and communities, and faced the public wrath of the Minister of Education and the President. But the nationwide outcry that ensued only helped to build stronger support for the organization, and raised critical debate about the role of civil society, freedom of expression and public accountability. It helped consolidate, despite fierce government resistance, the public value of independent monitoring and watchdog functions. It demonstrated that a civil society organization that has solid evidence for its positions and enjoys broad public support can stand up to the highest authority in the land.

The effect on the democratic imagination is perhaps HakiElimu's most powerful contribution to Tanzania society. Methods pioneered by HakiElimu have also been used by many other organizations within and outside Tanzania, and have enhanced creativity in development practice. In addition, the organization's work has also influenced tangible change on specific educational issues, such as living and working conditions of teachers, payment of teacher salaries, the flow and use of funds to schools, the levels of children's learning (in collaboration with other CSOs including TEN/MET and the Uwezo initiative), and the role of citizens in school governance.

HakiElimu's 2008–2011 Strategy focused on facilitating communities' engagement in transforming schools and influencing policy making, stimulating imaginative public dialogue, and organizing for change. This new Program Strategy embraces the core values and principles espoused by HakiElimu since its establishment in 2001, and deepens them, drawing from the lessons and insights of the last ten years – of what works and what doesn't – and changing to fit the evolving and dynamic context. Specifically, there is greater emphasis on what citizens can do to make a difference. HakiElimu believes that sustainable change in development and education happens where people actively engage with gaps and opportunities at their own levels to improve accountability of the service providers. In this context we will pay more attention to ***demonstrating and learning from what works*** in governance and democracy. The idea is to draw on experiences and lessons from local and global evidence of how sustainable and qualitative changes in education can be adapted for the current and future context of Tanzania.

In this approach we will focus our work on achieving three outcome areas:

1. ***Children in school and actively learning;***
2. ***Citizens informed, confident and actively engaging; and***
3. ***Government being more open, responsive and accountable to its citizens.***

Within each of these three outcomes areas we have identified specific aspects to achieve over the next five years that give HakiElimu focus and provide the basis for holding us accountable. Tanzania needs educated people to make its society more capable, creative and just; and an informed, confident and engaged citizenry to make education better. HakiElimu's 2012-2016 Strategy is situated at the heart of this dialectic, and seeks to stimulate citizen action to create a more open, just and democratic society with quality education for all.

HakiElimu will strive to its fullest capacity to contribute to the Vision and Mission, guided by the following values:

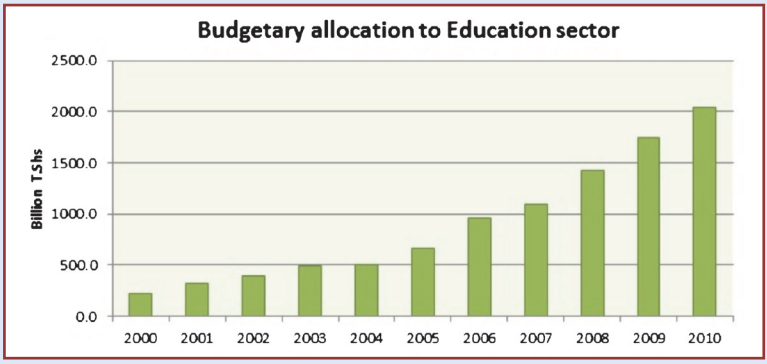
1. **Commitment to social justice and human rights**
2. **Mutual respect and non-discrimination**
3. **Gender equity and awareness**
4. **Highest ethical standards**
5. **Creativity, effectiveness and efficiency**
6. **Accountability**
7. **Diversity**
8. **Transparency and honesty**

Contextual Overview

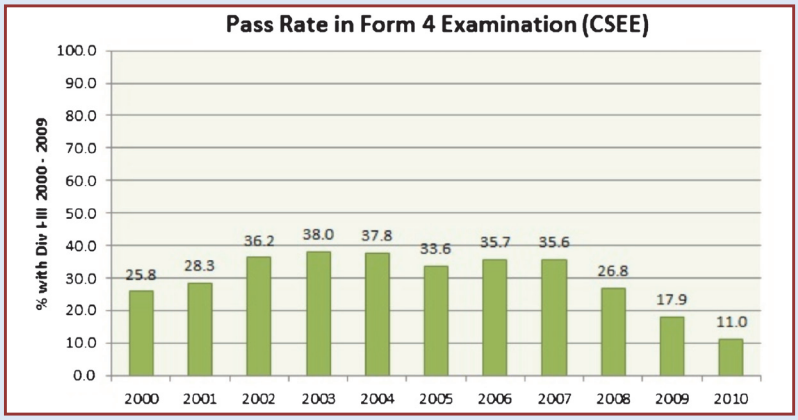
Education

The Primary and Secondary Education Development Programmes (PEDP I and II and SEDP I and II) significantly expanded access to primary and secondary schooling. Between 2001 and 2010, the number of primary schools increased from 11,873 to 15,816 while primary school enrolment almost doubled from 4,875,185 to 8,419,305 (BEST 2004, 2010). This achievement is notable under any measure, and not surprisingly in 2010 Tanzania was recognized internationally for recording a primary school enrolment of 95.5%, well ahead of the 2015 Millennium Development Goals (MDGs) target date. Even more impressively, Tanzania recorded a rise in the number of secondary schools from 937 in 2001 to 4,266 in 2010, a staggering increase of 355%. There were 1,638,699 students enrolled in secondary schools in 2010 compared to just 289,699 in 2001 (BEST 2004, 2010).

These gains have come at a tremendous cost. In the last decade, and particularly since 2005, the Government and its partners have invested enormously in education. In 2004 the education budget was about TZS 500 billion; in 2010 it was over TZS 2 trillion, a four-fold increase (not adjusted for inflation).



These investments have focused on educational inputs – increased enrolment as noted above, as well as more teachers, more training, and more buildings. But the investments have failed to produce better learning outcomes, with poor educational outcomes and evidence suggests that the situation may be getting worse. For example, in 2010 only one in ten candidates passed the national CSEE (Form IV) examinations with Division I, II, or III pass, as can be seen below:

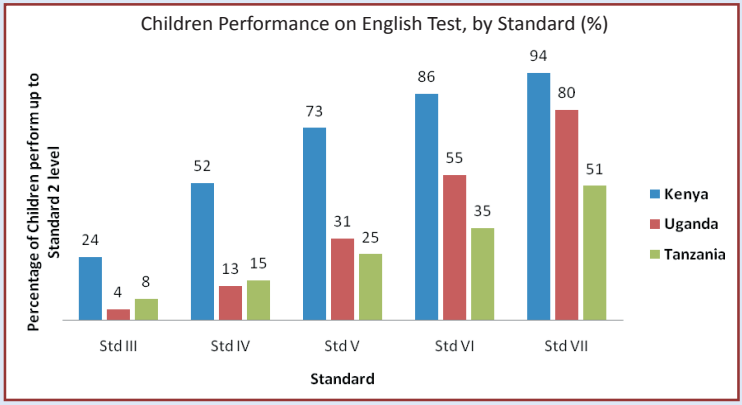


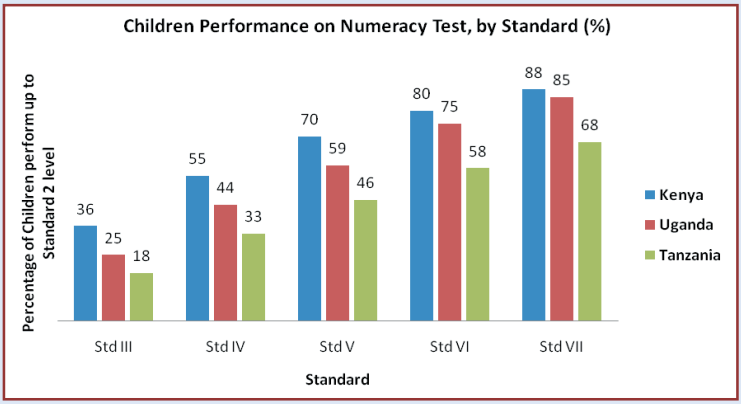
Likewise, the results for literacy and numeracy in Tanzania (Uwezo 2011) show that large numbers of students still cannot perform up to their level. For example, while all children in Standard 3 should be able to perform up to the Standard 2 level, in reality less than one third are able to do so as can be seen from the 2011 Uwezo results below.

	Read the Kiswahili Story	Read the English Story	Add, Subtract, Multiply
Standard 3	28%	11%	31%
Standard 7	76%	48%	80%

Even among those who complete primary schooling (Standard 7), less than half can read Standard 2 level English and one in four cannot read Standard 2 level Kiswahili.

The situation of learning is poor across the developing world, but compared to its neighbors, Tanzania's performance is the poorest, as can be seen by comparing Uwezo 2010 results from Kenya, Tanzania and Uganda:





Source: Uwezo 2010

These findings are consistent with much research, including that undertaken by HakiElimu to evaluate the quality of education in Tanzania. One consequence of this may be higher levels of illiteracy in the country. The Deputy Minister for Education and Vocational Training, Philipo A. Mulugo, was recently quoted as saying that illiteracy increased from 11 per cent in 1986 to 31 per cent in 2010 (Bunge Hansard, February 15, 2011).

In this context of declining public school quality, people who can afford to do so increasingly resort to private schooling. In the past decade, particularly in urban areas, a large number of private schools and other education enhancement programs that charge for services have emerged. The children of leaders of virtually all sectors – government, private sector, civil society, religions – are sent to these schools, leaving them with no personal stake in public education, while the vast majority has no ability to access such schooling. As a result inequities in education quality have sharpened, undermining social cohesion.

In sum, undeniably, the investment of increased resources and the expansion of both primary and secondary schooling in Tanzania demonstrate the government's commitment to invest in education. But these have failed to achieve the key purposes of education, with underdeveloped skills and capabilities, and heightened social inequities. The key question now is how to achieve learning outcomes for all, while maintaining gains made in enrolment. Many aspects need work, but it is essential to make a strategic analysis so as to discern the key challenges facing the education sector, and to devise evidence-based responses that can demonstrably improve learning. In HakiElimu's analysis, the following five aspects are the most critical:

1. There is no shared understanding about the purpose of education

Many Tanzanians equate education with passing the national school leaving examinations and, more disturbingly, fluency in English. Only a small percentage of Tanzanians are able to articulate education as related to the promoting of a student's capacity, confidence, innovative mind, curiosity, inquiry and creativity (HakiElimu 2008). While Tanzania's founding President Nyerere is renowned for articulating a post-colonial vision of education in terms of liberation, self-reliance and intellectual inquiry, this view is not reflected in educational policy and practice, nor reflected in the public imagination. There is limited parents' participation, involvement and intervention. When parents and communities do participate in the public school system it is to contribute to construction projects and after school tuition rather than improved learners' outcomes (HakiElimu 2009). Recent research confirms that parents are not involved partly because of the 'language problem' (low competence in English) and because they are not consulted in deciding what their children should learn.[1] There is a clear need for a national public debate on the purposes of education, and the meaning of an educated person.

1 HakiElimu (2010, March). Who decides what our children learn? A research report on relationship between curriculum quality and education quality.

2. The language of instruction policy undermines learning and confidence

As noted above the privileging of English in which most Tanzanians have little proficiency over more familiar Kiswahili and other mother tongues undermines confidence and distorts learning objectives. Kiswahili is the medium of instruction in primary schooling, and English is taught as a compulsory subject at primary level. However, in practice children learn little English and the vast majority enter secondary schooling without basic proficiency in English. Most teachers, also products of the same education system, also lack an adequate command of the English language to be able to teach with it. As a result quality of learning is undermined. The conflation of English with quality of learning, and the notion that learning in Kiswahili cannot be as competently done as in English, is disproved by research, including among others the LOITASA work focused on Tanzania. The evidence is clear that children learn best in the language in which they (and their teachers) are most familiar, and that teaching in a familiar or mother tongue also provides a more solid basis for the acquisition of second and third languages such as English. Hence, by adopting Kiswahili as the medium of instruction across the education system is likely to both enhance general learning as well as proficiency in English.

3. Funds are not reaching schools

Recognizing that very little money was reaching schools before the reforms, the provision of capitation grant is a cornerstone of both the PEDP and SEDP programs. However, in practice, while the national education budget has increased significantly, careful studies and news reports show that the full amount of capitation grant has not been disbursed to schools, and that for primary education the amount has declined significantly over the last decade. Whereas the PEDP policy says that USD 10 per child per annum should reach primary schools for quality improvements, in 2004 only USD 6 reached schools (Education PETS, REPOA); in 2009 less than USD 4 (Education PETS, MOEVT), and in the last 2010/11 financial year less than USD 2 (Government report Education Sector Review 2011). Furthermore, the same reports show an inexplicably high level of per capita disparities between and within districts in the disbursement of capitation grants. In secondary education the capitation grant which has been set to be only slightly higher at USD 15 (TZS 25,000) was largely fully disbursed in 2011.

However, this amount is woefully insufficient compared to needs, and is much lower than in neighboring Kenya. As a result, schools and teachers are starved of resources with which to acquire learning materials and undertake other actions that can improve learning. This particularly affects the purchase of textbooks, where the recent decision to designate 1-2 books per subject also seems ill conceived and prone to monopoly distortions. Overall, the failure to resource schools properly has seriously undermined morale at the school level.

4. Teachers are not teaching adequately

Against any objective measure, teacher remuneration and working conditions in Tanzania are far from adequate. News reports indicate particular difficulties in the payment of transfer allowances and other entitlements. Compared to the start of the reforms (Sumra, HakiElimu and TTU, 2004), there have been some improvements. For example, teacher remuneration has improved (although a few hiccups still exist), more teachers' housing have been built (although still not sufficient), and delays in payments of monthly salaries have been significantly reduced. Teacher remuneration constitutes the largest component of the education budget. These investments however do not appear to be translating into increased or better teaching. Low attendance of teachers is, in particular, a big problem. For instance, a recent study revealed that children are only actually taught for only 2 hours and 4 minutes in rural schools and 1 hour and 24 minutes in urban schools, instead of the requisite 5 hours a day (African Economic Research Consortium & World Bank, 2011). Clearly, therefore, both enhancement of teacher conditions as well as accountability of teachers needs to be addressed.

5. Governance, transparency and accountability institutions do not function

Across different levels, Tanzania has established a plethora of governance reforms, policies, institutions, mechanisms and guidelines. However, in practice these seem to work poorly, and have failed to both arrest and transform accountability of resources and performance. The problems of funds reaching schools and overall quality of public expenditure; support, performance and accountability of teachers; the engagement of students and parents in school governance; policy and strategy coherence; and the efficacy of management systems and incentives remain intractable.

The policy dialogue machinery too is overly process oriented and fails to adequately analyze and address these challenges, appearing to largely feed donor needs rather than serving as a genuine and organic national policy reflection and decision making instrument. At both national and local levels, what is needed is effective engagement with key accountability mechanisms that work and deliver practical results.

These five aspects are not the only important issues, but in HakiElimu's view they constitute the core constraints that underlie poor performance and growing inequities. In the coming five years, HakiElimu's work will focus on addressing each one of these five challenges, by undertaking clear analysis, proposing evidence-based solutions and most critically enabling the public to be better informed and engaged to make a difference and hold government to account. The approach will take particular note of the political and cultural moment in Tanzania, as is outlined below.

Democracy and Citizen Action

The Tanzania of 2011 is not the same as that of 2001 when HakiElimu was founded. State failure to manage the economy and public funds, and to deliver public services, as well as establish effective governance mechanisms to remedy these failures – combined with the unprecedented ability of citizens to find, compare, communicate and act on information – has created a serious crisis of confidence and political flux.

Across the country, new social and political currents are exerting a powerful influence on parliaments and the media, and to some extent religious bodies, the business sector, and donors. Parliament has now become an arena for public contestation of statements meant to appeal to viewers, very much enabled by media. While media owners continue to exercise an unhealthy level of control, they too have to be mindful of holding censorship and bias within limits lest they lose credibility among the public. What is perhaps most significant about this moment is its impact on the citizen imagination.

The established orders are unstable and can no longer hold because they are constantly questioned. Attempts by the authorities to clamp down on this only seem to elicit greater anger and discontent. Ideological and charismatic sacred cows fall more easily now as a culture of scepticism of

leaders and their pronouncements takes hold. Positively, an increasing number of citizens among both the poor and middle classes are coming to terms with the idea that change will not come from the next great leader (or donor), but from within. Across Tanzania, while still nascent, new activities that address the question 'what can we do to create a better country' and 'solve our problems', core ideas underlying the ***Friends of Education movement*** facilitated by HakiElimu, have begun to gain resonance.

At the same time, however, there is also a great deal of anger, particularly among disenfranchised, beaten-down youth who see little prospect of jobs or livelihood opportunities regardless of what they do (e.g. urban vendors, artisanal miners, pastoralists), and who find salt is added to their wounds as their efforts face constant harassment at the hands of the authorities or when development promises to them fail to materialize.

The growth of plural mass media and mobile telephony constitutes the most dramatic change in Tanzania in the past 10-15 years. Millions are able to access a large variety of radio and TV stations and, to a lesser extent, newspapers. The core of HakiElimu's power has come from its effective engagement of media. It exposes people to different viewpoints and engages large numbers of people in public debate in a manner that is unrivalled by any other organization.

However, formidable challenges still remain. Regular reach is limited, particularly in rural areas for newspapers and for TV where there is no electricity. State pressure, through overt clampdowns, as well as more insidious actions such as withholding advertising from critical outlets, is a constant threat, as is the increasing consolidation of media ownership among a small elite with close ties to the political establishment. Internally, media houses are often not optimally resourced or motivated to produce material that is innovative or of high quality, or to invest in investigative journalism and rural coverage.

Millions more own a mobile phone or can use one from family, friend or neighbour. This development has expanded the ability of ordinary people to access and transmit information at unprecedented levels, distance and speed, with ordinary voice calls still the most important feature.

The costs of mobile communication, while constituting a significant part of most household budgets, have fallen dramatically, particularly for voice calls. Importantly, this helps overcome limitations of SMS for people with low levels of literacy. Moreover, in recent years the mobile phone has also become the primary platform for internet (particularly *Facebook)*. Unlike mass media, a 'one-to-many' platform, mobile phones enable a more personal, nimble and democratic 'many-to-many' form of communication. This makes it much easier for people to monitor, report and speak out on their own situations, across local and national boundaries, in real time.

These forces and possibilities are making Tanzania more transparent to people. On one hand this has made the failures of delivery and disparities plainer for all to see. In education, for instance, as data and stories become easier to generate and transport, pretending that all is well is increasingly untenable, which is helping to spur demand on quality education and greater accountability. Increasingly, people no longer accept 'cheap' explanations by government or CSOs for that matter.

On the other hand, these same dynamics are fostering a greater level of 'exposure' to stories and ideas of change, a hankering for a better life, deeper justice, livelihoods with dignity. While the events of unrest and change in North Africa and elsewhere may not lead to direct change in Tanzania, their effect on the moral and political imagination cannot be discounted. Some of these ideas are crystallizing into the debate concerning the new constitution, with greater scrutiny on making the process fair and substantially both more independent and responsive to higher aspirations.

Equally, these also affect perceptions and expectations of daily exchange, as people follow up on the use of resources at schools, or the situation and accountability of teachers, or skills and wellbeing of children. People across Tanzania are learning, thinking, engaging, acting, making a difference. In the past decade HakiElimu has both drawn its energy from and contributed to such citizen ferment, and it seeks to do with sharper analysis, greater creativity and enhanced effectiveness in the decade to come.

This Strategy



HakiElimu's strategic plan prioritizes strengthening HakiElimu's capacities to advocate and influence change around quality of learning, good governance, transparency, democracy and accountability. The capacity building will prioritize areas of evidence-based research, critical evaluations to learn what works and how; as well as results based management and reporting. This strategy seeks to ***create lasting, meaningful change in education and democracy in Tanzania***.

While HakiElimu recognizes many challenges in the education sector in Tanzania, we will only focus on a few issues and areas of priorities that will have a wide impact at the end of five years. This strategy outlines specific actions to implement. This means education that focuses on learners' outcomes, not just infrastructure and access; education that promotes active citizen engagement, human rights, equity and democracy, good governance and transparency; education that prepares children to be confident, creative, inquisitive, and civil. This program strategy will be **more focused**: rather than attempting to solve every problem in the education sector, it will focus on the areas that have the most impact as indicated in the following outcomes:

1. Children are in schools and actively learning.

The complex context of quality of learning presents a number of challenges in relation to management, financing and provision of learning inside the classroom. The strategy will strive to conduct further research as well as use other current research to advocate and stimulate debate around these issues. To achieve this outcome, the strategy will galvanize efforts and resources towards making substantial contributions to improving the effectiveness of funding allocations to schools, accountability and policy decisions that impact learning. The strategy will focus also on improving literacy and numeracy and realizing an education that equips children with the capacities of critical thinking and creativity. The language of instruction in Tanzania is purportedly a considerable barrier to the provision of quality education, and therefore emphasis will be put on advocating for increased competency in the language of instruction. HakiElimu's capacity to advocate aggressively and strategically will be further strengthened by deepening the organization's knowledge through evidence-based research, advocacy, evaluations and demonstration of what works in improving the quality of learning as well as documenting and reporting effective results.

2. Citizens are informed, confident and actively engage

This outcome will be achieved by promoting greater and more active citizens' representation and engagement in democracy and education, addressing imbalances of men and women in the *Friends of Education* movement and strengthening the *Friends of Education* movement to create a wider impact. The program will seek to ensure that citizens are informed so that they may critically analyze education and democracy issues, promote creative solutions, monitor the activities of local and national leaders and hold them to account as needed. We will also emphasize active learning and improved literacy among citizens in general, stimulate imaginative and critical debates, raise citizens' voices and mobilize citizens to take positive actions in improving governance, accountability and service delivery. *Friends* will be facilitated to form strong and sustainable movements and networks. The program will also document and share case studies or models of best practices that acheive active citizen engagement in education and democracy issues.

3. Government is open, responsive and accountable

Transparency and accountability in the use of public resources are increasingly recognized as key ingredients in development and governance. As such, a key aim will be to promote transparency of public policy and budget documents to improve development results, including learning outcomes. This strategy will advocate for public access to information concerning the budget process, policy formulation and implementation and performance results. We will push for the timely provision of information so as to provide citizens sufficient opportunities to independently analyze it, understand and interpret the data and provide inputs. We will also focus on securing space for citizens to meaningfully engage in the policy and budget processes. The strategy will also work to influence government institutions and Parliamentarians to not only open doors for citizen participation and consultation but also listen to and embrace new ideas and innovations presented by citizens, CSOs and other stakeholders who aim to improve transparency, responsibility, accountability, governance, human rights, democratic decisions and education.

HakiElimu will build upon its research methodology so as to continue to conduct critical, evidence-based research to strengthen the advocacy around vital issues that improve the quality of policy development, implementation and practice, deepen transparency, expand good governance and achieve citizen engagement and democratic decisions in the education sector.

- The proposed strategic plan will focus on enhancing capacities to ensure work is more articulated and focused on key issues so as to create **sound analytical positions** that will help inform and engage key actors and the public.
- HakiElimu will develop an **effective, robust and quick way to facilitate a deeper understanding of what is occurring in education** and share this understanding with the wider public. Furthermore, HakiElimu will create practical ways and mechanisms for citizens to make a difference in education and democracy.
- HakiElimu will work to **strengthen its creativity, innovation and exploration of new knowledge** in order to contribute to the highest-quality solutions to improving the quality of learning.

- HakiElimu will build on its strengths, stretch its capacities further and explore cutting-edge discoveries "to move from good to great."
- HakiElimu will engage in more **rigorous evaluations, question our assumptions, learn what works and acknowledge the gaps/ weaknesses** of actors and stakeholders in realizing further incentives for growth. This will entail undertaking a more practical, rigorous self-assessment/evaluation of our performance, being prepared to drop activities which appear to have little impact and realigning the organizational structure to better fit our mission.

Strategic Goal and Outcomes

The analysis of education and democracy in Tanzania in the previous chapter shapes the focus and contours of HakiElimu's work. It builds upon the achievements and lessons of the past decade, even as it seeks to sharpen the approaches and bring about a greater focus on the topic areas the organization will address, in the interest of greater strategic coherence and accountability.

The Overall Goal for the Strategy period is:

"An open, just and democratic society with quality education for all"

To contribute to this goal HakiElimu will seek to attain three sets of outcomes as follows: The three core interrelated milestones that underlie the 2012-2016 HakiElimu Strategy are as follows:

1. **Children are in schools and actively learning.**
    - Money is reaching schools and used effectively.
    - Teachers are in school and actively teaching.
    - Literacy and numeracy are improved.
    - Schools prepare children for critical thinking and creativity.
    - Kiswahili is promoted as the language of instruction, and debate is stimulated on the use of first languages in primary schools.

2. **Citizens are informed, confident and actively engage**
    - Citizens are better informed, critical and creative.
    - Imaginative and critical debate is refuting myths and speaking out for truth.
    - More space is secured for citizens' voices to be heard in public, and citizens are organizing for change in communities and schools.

- Citizens are taking actions (monitoring, speaking out, and holding the government to account).
- Movements and networks are formed.
- The government is being held to account.

3. **Accountable and responsive government, from the national level to schools**
    - Data, documents and policy decisions are made accessible and available to the public.
    - Decisions are being made only after public consultation.
    - Authorities listen to the public and provide timely feedback.

Program Description

The strategy has been designed to be implemented under three strategic directions/programs that will contribute to achieving the set goals and outcomes. These three programs will also be supported and facilitated by two main supporting program units to ensure effectiveness, efficiency and accountability of programs by monitoring and reporting on the implementation of the strategy. Restructuring of program and support units will facilitate improved program management. These programs are described as follows:

	Out comes	Media and Advocacy	Citizen Engagement and Action	Research and Policy Analysis	Strategic Direction and Leadership
1	**Children are in schools and actively learning.**	• Conduct media investigations on education and democracy issues • Disseminate information that promotes quality education for all • Advocate for citizens'/ childrens' engagement to promote quality, ethics accountability, transparency and equity	• Facilitate citizens and Friends of Education to organize and actively engage in the education of their children • Facilitate citizens to monitor education at the school level	• Conduct critical evaluations to demonstrate best practices that will contribute to improved learning in schools and alternative education for out of school youths and adults • Research education gaps and propose interventions to successfully address them • Learn what works and how in improving the quality of learning	• Establish baseline information and the monitoring and evaluation framework • Facilitate results-based reporting • Facilitate learning and networking with other CSOs, institutions and research organizations

2	**Citizens are informed, confident and actively engage**	• Monitor the media for citizen interventions in education and governance • Advocate through print and electronic media to stimulate imaginative dialogues and debates	• Inform citizens and Friends of Education • Facilitate social movements and networks • Empower citizens to monitor education, budget and policy implementation and hold the government to account	• Disseminate research and evaluation findings in simple language to enable citizens to engage and take action • Facilitate citizens to monitor policy and budget implementation	• Facilitate technical support to employees to carry out their activities effectively • Network with partners and donors to learn what works in improving active citizen engagement and learning
3	**Accountable and responsive government**	• Facilitate information dissemination through the media • Advocate through various form of media	• Facilitate Friends to organize for change and take action • Facilitate Friends to conduct social accountability monitoring and hold the government to account	• Provide research evidence of the real education situation • Use findings to influence change in budgets and policies • Use evidence-based research, PETS, SAM and budget and policy analysis to influence behavior change in the executive, members of parliament and other CSOs	• Lobby and advocate for change at the executive and parliamentary level • Conduct advocacy and strategic lobbying with specific government institutions and donors for improved governance, transparency and accountability

1.0. Media and Advocacy (MA) Unit

Unit Purpose: ***To facilitate availability of reliable and evidence-based information through electronic, social and print media, and stimulate debate through creative and provocative advocacy materials and information.***

The Media and Advocacy (MA) unit will carry out advocacy work and information dissemination, stimulating debate through media channels.

The unit will disseminate messages and information that promote quality education through mass media in raising public awareness, dialogue, discussion and action. Publications will be linked to advocacy themes, and this will be used as one of the ways to disseminate messages from other communication channels. HakiElimu will support journalists to conduct surveys and investigative researches, and the findings will be independently reported in the media to raise awareness on education, democracy, governance, gender equity, human rights and accountability issues. Media campaigns will be conducted focusing on increasing the level and depth of public debates and discussions.

The intended outcomes for the MA unit include the following: Journalists are actively and critically investigating, analyzing, reporting, ask hard questions and stimulating debate on education issues; Citizens are using information from research and the media to hold their leaders to account; MPs and executives are engaging citizens in influencing change; HakiElimu and partners are actively engaged in advocating for an improved quality of education, governance and transparency; and the public is debating, discussing and paying attention to issues raised through HakiElimu's publications, creative messages and media programmes.

The MA is expected to have the following major outputs: Media houses will have undertaken investigative research, analysis and reports on education issues; *Friends of Education* and other citizens are supported to use media spaces and opportunities in advocating and demanding for change; Citizens, *Friends of Education* and other stakeholders are informed through analytical and

popular publications; TV/Radio spots and media programs are produced and broadcast for awareness creation and advocacy for improved education quality and democracy; HakiElimu's units and partners are supported to engage media outlets and share information as intended. The major activities of the unit are described below:

1.1 Media reporting and investigative journalism

The MA unit will use an investigative reporting approach to raise issues, challenges and best practices which will be used by stakeholders to improve the quality of education. The MA unit will bring up issues, findings and lessons learnt with key stakeholders for action. Mini-media surveys will be conducted to highlight specific districts with poor national examination results for the purpose of contributing to the awareness of the inhibiting factors as well as to highlight best practices and lessons learned from other parts of the country. HakiElimu will conduct media investigations in selected districts through supporting journalists.

Among other things, the journalists will visit primary schools to determine the status of pre-primary classes. Results from the surveys will be disseminated in different channels which include radio, TV and newspapers. HakiElimu will share newsworthy tips with media houses and support them to undertake investigative reporting as an effective way of promoting coverage of education issues and a strategic approach of strengthening collaboration with the media.

1.2 Public advocacy

HakiElimu will strategically expand the use of regional radio stations and a few national TV and radio stations. This approach will increase the visibility of HakiElimu's messages. The unit will produce and broadcast its own TV and radio programs, designed on key campaign themes of the organization each year. It will also produce and broadcast creative and thoughtful radio commentaries on topical and policy issues as a way of sharing opinions on emerging issues related to HakiElimu's vision and mission.

1.3 Media engagement and information dissemination

The MA Unit will share and diseminate generated information and communication materials in targated channels. HakiElimu will also continue utilizing the expertise of its staff in writing weekly thoughtful articles (op-eds) that will be published in newspapers (in both English and Swahili). The unit will popularize the exemplary work and experiences of some of the *Friends* in the media, preferably through profiles and documentaries for other citizens in other communities to emulate them. Furthermore, the unit is determined to expand the use of social media, i.e. blog, Facebook, YouTube, Twitter and new technologies in complementing organizational-wide campaigns and in increasing coverage of education issues.

1.4 Media monitoring

The MA Unit will monitor the coverage of education issues specifically in print media. This will provide significant information to HakiElimu which is determined to promote quality basic education. The organization's desire to know what is happening in different parts of the country regarding to education, and sharing this information is necessary in planning for appropriate interventions. The information, will be analyzed and with, all HakiElimu program units and other interested stakeholders upon request. Some of the education clippings will be uploaded to the organizational blog highlighting daily issues/events in education. Although there has been a significant amount of media coverage about HakiElimu. The unit will continue to monitor media coverage about HakiElimu to gauge the public perception about the organization. The MA unit will conduct analyses of HakiElimu's coverage in the media and provide recommendations to the Management on interventions to improve HakiElimu public perception and cultivate good will and a positive image.

1.5 Popular Publications

MA Unit will coordinate and facilitate the design of high quality and truly popular publications to facilitate access of information to the public, create awareness, stimulate debate and facilitate citizens to actively engage. The information and advocacy will focus on quality of education, governance and transparency in the education sector, democracy, gender equity, children's rights, and mostly emphasizing on how citizens can actively and boldly engage and make a difference in education in their communities. The truly popular publications and story books continue to be in high demand because of their accuracy, simplicity and facts that enable even semi illiterate citizens to have a

clear understanding of education and governance issues in the country. Other publications will also be published with critical analysis of budget and policy issues to ensure transparency and quality service delivery.



A comprehensive catalogue of all HakiElimu's publications, including those by other units, will be produced in both physical and electronic formats to facilitate easy selection and access of all our work. An effective and improved database will be used to ensure efficiency and professionalism in recording and distribution of all publication and allow feedback from readers.

2.0 Community Engagement and Action (CEA) Unit

Unit Purpose: ***To facilitate and enable a diverse group of citizens and Friends of Education to access information, demand for transparency and good governance; monitor implementation of policy and education programs, organize for active participation and bring about sustainable change in democracy and education.***

The Community Engagement and Action (CEA) unit seeks to enable citizens of Tanzania to be informed, monitor and reflect about policy and practice, debate and organize to bring about change in the management and delivery of quality education services and democracy in their communities. Currently there about 40,000 *Friends of Education* across the country doing various activities to bring change in their communities. This strategy will focus on facilitating *Friends* to organize themselves into stronger groups and networks to engage actively in monitoring education activities and influence sustainable change.

The intended outcomes for the CEA unit include the following: *Friends of Education* and citizens are mobilizing and demanding for effective implementation of education policies and programs; Increased level of debate and dialogue in education among citizens and policy makers, enhanced capacity of *Friends of Education* to monitor education policies and programs and their implementation for improved governance and transparency; and active engagement of youth in learning and democratic processes.

CEA will recruit and provide information to *Friends of Education* to enable them to debate and organize around education and democracy as well as manage HakiElimu's library and support community libraries. It will facilitate *Friends* to monitor policy implementation at the community level and to document, debate and communicate feedback to key stakeholders. CEA will facilitate citizen monitoring, a process which will lead to more organized citizens. Information from *Friends of Education* will be shared and disseminated through the media.

To realize the above outcomes, CEA will produce the following outputs: Enhanced capacity and awareness of *Friends of Education,* schools and citizens in

budget, policy, gender, human rights and governance; *Friends* forming alliances to scale up the movement for wider impact; Documentation and demonstration of successful experiences that contribute to improved learning outcomes; *Friends of Education* are conducting SAM and PETS and monitoring policy and program implementation; Community libraries are expanded and literacy promoted. The work will be done through the following main activities:

2.1 Recruitment and information dissemination

The CEA Unit will strategically recruit *Friends of Education* and provide information. CEA will focus on reaching and sensitizing special groups. More women and people with disabilities will be recruited to expand and strengthen the level of citizen engagement in influencing policy change and improved education and democracy. CEA will work to provide information to *Friends* to raise their awareness on key policy issues, budget and government promises. The database will be validated on a regular basis and a survey carried out to understand the availability and activeness of all recruited *Friends*.

2.2 HakiElimu's library and Community library Management

CEA will ensure improvement and efficient acquisition of books and other related materials, systematic depository of HakiElimu's publications and information materials. The library management will be extended to provide technical support to *Friends of Education* and a few selected schools/communities to promote literacy and reading. Furthermore, HakiElimu will support community libraries to provide adult education program to promote literacy. This will be used to mobilize and support communities to establish and develop pre-school classes in primary schools.



2.3 Monitoring, organizing and taking action

Citizens monitoring will be promoted by motivating and facilitating *Focal Friends* to be agents for stimulating and spreading the idea across their communities through networks and more organized groups. Monitoring tools and guidelines will be developed and provided to *Friends* to strengthen their capacity to monitor policy and practices. Social accountability monitoring will be promoted among the *Friends,* youth clubs and school committees to have a more holistic way of promoting response, transparency and accountable communities. Tips generated from citizen-monitoring will be used first to raise debates in the respective communities and to inform policy makers both at the local and national levels. *Friends'* meetings and community mobilization will be used to train and orient *Friends* on issues related to education. HakiElimu will work to strengthen the capacity of school committees to carry out their roles and responsibilities more effectively for improved accountability, governance and learning in schools. Along with this, the organization will also work to ensure establishment and support of pre-class within primary schools.

2.4 Voices and communication

CEA will work to strengthen the opportunity for *Friends* sharing views through correspondence, publications, mass-media and public forums to allow more people to participate. *Friends* will be encouraged to link with other actors who are ready to support their efforts to use media to communicate their views. CEA will encourage *Friends* to use the existing media, specifically community radio, newspapers, *SautiElimu* newsletter and the *Friends'* voices booklet series to enable citizens' voices to be heard. In collaboration with *Friends,* CEA will identify case studies for profiling through print media. *Friends* will be encouraged to write their concerns to respective authorities and, where deemed fit, write articles and letters to editors to communicate their views and grievances. Zonal meetings will be used as another forum through which information will be shared and voices of citizens communicated through media. Public forums and road shows will be organized to facilitate debates and citizen engagement in reflecting on key issues in education and holding government officials to account.

3.0 Research and Policy Analysis (RPA) Unit

Unit Purpose: ***Critical and analytical research, policy and budget analysis are undertaken; Key policy issues and processes are more open, accountable and accessible to citizens and CSOs participation is tolerated. More strategic and effective engagement and advocacy at the executive and policy makers' level.***

Research and Policy Analysis, will use research findings, analyze policies to improve education. Another component will be **Resource Transparency and Accountability** which will focus on issues of greater transparency and accountability in the allocation and use of public resources. This will be achieved by conducting budget analysis and tracking public expenditure. **Monitoring Government policy and decisions** is the third component where RPA will review education programs and provide citizens with capacity to monitor policy implementation and government promises. RPA unit will also vigorously evaluate education issues and advocate for best practices that will contribute into improvement of learning. This will focus on identifying models/approaches, process and strategies that have proved to contribute into learning outcomes, good governance and transparency in education and democracy.

RPA will critically raise issues that will contribute towards improving the quality of education. Research will be vigorous and more deeply conducted in order to improve learning and provide evidence to influence change. The strategy will generate knowledge and information to promote broader debate. Budget analysis and public expenditure tracking will be conducted with a focus on greater transparency and accountability in the allocation and use of public resources. HakiElimu will continue monitoring Government policies and decisions to provide citizens with information and the capacity to monitor policy implementation and Government promises.

The outcomes for the RPA unit will include the following: Citizens using information from research, budget and policy analysis to make a difference in education; An increased level of consultations and transparency between CSOs, MoEVT, MoFEA, LGAs and other related institutions; MPs and executives are

responsive to citizens' needs and demands; Schools and other related institutions are adopting effective approaches to improve learning; and Enhanced and strategic assessment of the teaching and learning processes exists at the school level.

The proposed outputs to realize the above outcomes include the following: Research, policy and budget analysis conducted and disseminated; Enhanced capacity of *Friends of Education* and partners in policy and budget analysis; Budget work conducted and strategically engaged with specific ministries; Evaluation and analysis of gender equity; Training and strategic dialogues with MPs on key issues facilitated; Government promises and implementation monitored; and Demonstrated experiences that contribute to improved learning outcomes documented. For the 2012 – 2016 strategy, RPA activities are centered on the following:

3.1 Research, evaluation and analysis

RPA will conduct in-depth research studies in various districts on topics related to quality education and human rights and continue to develop annual policy position papers on key education issues. Along with in-depth research studies and position papers, desk and library research will be conducted to evaluate the performance of the implementation of policies and programs such as the Primary Education Development Program (PEDP) and the Secondary Education Development Program (SEDP). Evaluations will be conducted, policies and budgets of the education sector will be analyzed, and what works will be documented and disseminated. Conducted researches will also focus on issues of learning, literacy and management of pre-school classes within PEDP. Findings from research and reviews of the implementation of these key national programs will be shared with the wider community at the grassroots



and national levels to stimulate discussion, debate and raise awareness among citizens and thus enable them to take action in their own areas so as to hold policy makers and the Government to account in order to improve education.

3.2 Resource transparency and accountability

RPA will conduct budget analyses of the education sector, public expenditure tracking surveys (PETS), trainings to councilors on budget issues and analyses of CAG reports to produce simplified briefs. In addition, monitoring government promises in education will also be conducted and follow-up on the launch and implementation of the ECD Policy. All of these reports and briefs will be disseminated to the public and used for HakiElimu advocacy work to strive for greater transparency and accountability in the use of public resources.

3.3 Monitoring governance

RPA will systematically monitor promises and directives made by top Government officials on education, human rights, budgets and governance-related issues. The promises will be analyzed and shared with the wider public. In addition, promises and commitments made by ministers in Parliament will be monitored through Parliamentary Hansards and shared with the wider community. To measure to what extent the government implements its promises, RPA will monitor the implementation of government promises in relevant districts. The reports from these monitoring activities will be shared with citizens to enable them hold the Government to account for its promises and decisions.

4.0 Finance and Administration (FA) Unit

Unit Purpose: ***Efficiently and effectively manage HakiElimu's funds, assets, information systems and human resources for quality service delivery, credibility, transparency and accountability.***

HakiElimu's performance and success depends heavily on its personnel, effective and well designed policies and procedures, excellent and smooth and communication systems which support the organization to achieve its objectives. HakiElimu will continue to improve and adhere to already existing user-friendly administrative and financial systems that are functional and efficient in support of smooth implementation of HakiElimu's program. HakiElimu will continue to observe principles of accountability, transparency and stewardship of financial resources entrusted to the organization by using financial systems, policies and procedures that are aligned with International Financial Reporting Standards. FA will work to see an effective and smooth implementation of HakiElimu's Strategic Program.

To realize the above goal the unit has set two outcomes: Finance and administration policies, information systems and procedures will be adhered to; and HakiElimu will demonstrate a high level of accountability and credibility. The outputs for this unit include: Financial regulations; Human resources management and administration policies improved; Physical and social well-being of HakiElimu staff promoted; Staff demonstrate competency and professionalism; Supportive working environment; Procurement, stores and assets effectively managed; and Functional and efficient communication outside and within the organization.

4.1 Human resource management

The commitment, professionalism, dedication and teamwork of HakiElimu staff are critical to achieve the program strategy. HakiElimu will recruit people based on their experience and competence using in-depth interviews which will include on-job interviews. New staff will undergo orientation on the vision, mission, core values, objectives and program outcomes. The competent manpower will then be deployed and provided with necessary working tools.

Each staff will receive a job description and detailed expected performance criteria, and their performance will be supported to implement HakiElimu's program. Staff appraisals will be conducted to facilitate staff to identify their achievements, areas for growth and individual development. Staff welfare will be undertaken as per administrative regulations and staff capacity improved.

The staffing levels and structure which appear in the annex were approved by the Boards of Directors. The overall principle guiding the review of the staff structure and package was to strike a balance between protecting the sustainability of the organization and boosting staff morale. Staff will be promoted through self-learning, training and participation in challenging processes. This will be done through mentoring, coaching, reading books and attending short and long courses and exchange visits. Learning needs will be identified through the appraisal process.

HakiElimu will continue engaging interns and international resource persons. Interns will be provided with an opportunity to work alongside experienced staff in analysis, program development, writing, activism, etc. HakiElimu benefits from their contribution and staff learn from interaction with them, thus making this engagement mutually beneficial. International resource persons represent an opportunity for intellectual and cultural exchange. HakiElimu staff learn skills through interaction with the resource people who are usually strong in writing and presentation skills and in turn the volunteers return better informed about the Global South and motivated to make a difference.

4.2 Office Environment Management

The function of this component under administration is to ensure that HakiElimu's office is provided with reliable utilities such as water and electricity and housed in a cleaned, maintained, safe and welcoming environment for staff. Office assets and services will be procured and managed effectively. Building renovation, when necessary, will be undertaken to provide sufficient space for all employees. Repair of working tools and equipment will likewise be done accordingly.

4.3 Procurement and Asset Management

The procurement and logistics' function is to ensure that office equipment is procured and used efficiently and maintained in good working condition at all times. The process involves identification of vendors who will provide services and supplies to the organization. The unit is also responsible for preparing lists

of materials and items to be purchased. Another task is to seek quotes and assess them as per policies to facilitate implementation of activities.

4.4 Communication and document management

Communication and document management functions as a face of HakiElimu since it receives visitors and answer telephones. It ensures that faxes, emails and other documents are coded, registered, distributed and properly filed. The key duties lie therefore in receiving visitors and directing them to the relevant staff. It will also be responsible for ensuring that contacts are organized for reliable communication for maintaining contacts and filing of documents.

4.5 HakiElimu Information and Communication Management

The Unit will promote and manage a high quality, informative and interactive website with interesting and relevant and up to date information on HakiElimu and education issues. It will manage and provide high quality, functional and reliable information technology systems for effective work and communication.

4.6 Accountability and stewardship

HakiElimu will continue to observe principles of accountability, transparency and stewardship of financial resources entrusted to the organization by using financial systems, policy and procedures that are in alignment with International Financial Reporting Standards. The unit is also tasked to ensure that HakiElimu's assets are well managed and resources are solicited, disbursed and reported according to plans and contractual agreements. In order to assess financial integrity, HakiElimu accounts are audited annually by an internationally recognized external firm appointed by the members of HakiElimu upon board recommendation. The audited financial statements are scrutinized by the board of directors and approved by members at the annual general meeting before being forwarded to partners and donor partners and posted to HakiElimu's website. FA also ensures that budgets are developed as per the program strategy and expenditures managed as per financial regulations. The unit facilitates other units to produce accurate, cost-effective and realistic annual and quarterly budgets with timely approval by the Executive Director(ED), always with value for money as a foundational principle.

5.0 Strategic Direction and Leadership (SDL) Unit

Unit Purpose: ***Provide strategic direction, leadership and technical assistance for effective implementation of the program strategy, transparency and accountability; and facilitate strategic advocacy and lobbying for supportive policies and related issues in education and democracy***

The Strategic Direction and Leadership (SDL) unit will work to provide technical support and strategic direction to HakiElimu's staff to ensure quality service delivery. SDL unit will facilitate performance monitoring and evaluation of HakiElimu's work, document lessons and best practices, report and facilitate institutional capacity development learning processes and the quality control of media work, publications, systems and website.

The overall expected outcomes for SDL include seeing HakiElimu's work resulting into an existence of "***An Open, Just and Democratic Society with Quality Education for All***". This will be realized through increased involvement and technical support from Development Partners (donors), Board Directors and Members in strategic implementation of the program; HakiElimu and partners actively engaged in advocating for improved quality of education, gender equity, governance and transparency; Increased trust and credibility of HakiElimu's work; Functional systems and qualified teams for effective implementation of the strategic program; and Stimulated debate influencing change on education issues.

To realize the above outcomes, the SDL unit proposes the following outputs: Meetings, dialogues and technical consultations conducted; Training and technical support to staff provided; Effective and supportive policies systems and procedures in place; Results-based monitoring (outcome mapping focusing on impact assessment and reporting, case studies documentation), program evaluation (midterm review and final evaluation), feedback and demonstrated experiences that contribute to improved learning outcomes documented.

On an annual basis, HakiElimu will organize a retreat to review the past, document progress and lessons learnt and prepare a narrative report and annual work plan. The annual workplan will draw from the program strategy and determine detailed objectives, indicators and activities. The annual work plans will be shared with the board for subsequent approval and with development partners (donors) for their inputs and financial resource negotiation. Detailed quarterly activity plans will be developed drawing from the annual workplan to guide their implementation and monitor results. Staff will use the plans on an ongoing basis with the supportive supervision from managers. Quarterly reviews and plans will be conducted to review the previous quarter and to finalize the upcoming quarter. Performance reviews in the form of mid-term evaluations and job evaluations as per HakiElimu guidelines will be conducted.

Organizational Management

Legal status

HakiElimu is a registered non-profit making organization limited by guarantee and not having a share capital under The Companies Ordinance (Chapter 212 of the Laws of Tanzania). The organization was registered in February 2001. Copies of the registration certificate and the Memorandum and Articles of Association (or 'MemArts', at times referred to as the Constitution) are available upon request. The MemArts document provides the purposes for which HakiElimu was established, and details the governance structure, and outlines the key decision-making procedures of the organization.

The MemArts document delineates the means by which it can be amended through annual or special general meeting processes. The MemArts have been amended once in 2006/7 to clarify issues, improve functioning, and expand the Board. During 2008-11 HakiElimu carried out a formal review of the MemArts to ensure systematic analysis and ensure it most effectively serves the mission and strategic purpose of the organization.

Organizational culture

The HakiElimu mission affirms the values of democratic governance, human rights, gender equity and meaningful public participation in decision-making. The participation of pupils, students and other children as social actors is central to this vision. Consistent with our beliefs and ethics, HakiElimu is also committed to cultivating an explicit culture of openness, mutual respect, critical reflection and learning within the organization. We will continue to

practice these values in our programs, in relations with partners and *Friends*, and in internal processes. Where possible, HakiElimu will attempt to reach decisions through a process of consensus that encourages voicing of dissent and diverse viewpoints. Our method of operation will be open, inclusive, informal, experimental and creative at the same time as we work towards achieving a clear sense of focus, purpose, strategy and action. The questions of impact – what difference do we make – will be stressed in all its aspects: relevance, scale, quality and sustainability.

Finally, mirroring the HakiElimu program strategy, we will take measures to 'keep our feet on the ground' as we continue to develop and expand our identity as a serious national organization. In part this will be achieved through the strength of the linkages between our programs, and through the quality of alliances we construct with people and organizations at community and national level.

Governance, management and staffing

HakiElimu was established in early 2001 by a group of 13 Tanzanian founder members. The group consisted of some of the leading members of the civil society, and academic, research, media, human rights and critical gender communities in Tanzania. Subsequently two new members joined and then two resigned. Collectively, the current group of 13 members represents over 204 years of experience in policy and budget analysis, program development, gender, writing, media, activism, human rights and management, including specialization in education and democratic participation. Six of the fourteen members are women.

The HakiElimu members are the ultimate 'legal owners' of the organization and are responsible for providing overall leadership and oversight, through the election of the Board of Directors and the appointment of independent external auditors. Members also informally serve as resource persons and friendly critics, providing feedback to the Board and Executive Director on program and organizational development, and help orient new Board directors in relation to HakiElimu values, analysis, philosophy and strategy.

The Board of Directors is comprised of seven persons, including the executive director who serves on *ex-officio* capacity. The Board is responsible for the governance of HakiElimu, the setting of overall policies and financial/operational guidelines, supervision of program implementation, and appointment of

the executive director. The Board has two scheduled meetings each year, but may meet more often as needed. Board directors normally serve for a term of two years that may be renewed once. Board members are coming from the fields of education, academia, media, private sector and publishing worlds. The HakiElimu executive director supported by the management team is responsible for organizational management, and program planning, implementation and monitoring. The management team consists of the executive director as chair, three program managers, the finance and administration manager and two coordinators.

HakiElimu is committed to non-discrimination in its staffing policy, and in particular encourages the inclusion of women, young persons and people with disabilities. Each unit usually has brief weekly planning and monitoring meetings where staff meet with managers. Employees meet for a joint information sharing and quick ideas exchange session for about an hour every Monday morning. All managers meet as a group once a month (and more often if needed) to discuss major management issues; and in addition managers also meet with the Executive Director at least once a month to review program progress and reflect on the way forward.

The development of staff capacity and resourcefulness is actively promoted through self learning, training and participation in challenging processes, and is linked to the annual staff appraisal process.

This process has worked well and has enabled smooth operation of programs. Each staff in conjunction with colleagues and line manager will develop an annual learning needs assessment and plan. The prime responsibility for learning is that of the staff, but he/she will be supported by an enabling environment at HakiElimu which promotes on-the-job critical self-reflection and a culture of creativity. Three Thursday mornings a month all staff participate in a 45 minute learning session, with presenters drawn from both inside and outside the organization. Where appropriate, staff are also provided with opportunities to learn through participation in selected conferences, travel/study tours and formal training courses through centers in Tanzania and the region. While these ongoing and short term opportunities are extremely useful, they cannot replace the value of applied academic training. Provision has therefore been made for HakiElimu to support one of its staff to enroll in Master's degree or equivalent level course every 1-2 years. An employee supported in this way is obliged to work at HakiElimu upon completion of training.

In 2009 HakiElimu completed a salary review and re-developed a clearly defined systematic salary structure. The survey findings showed that overall remuneration levels have increased significantly in recent years, Thus the salary levels to be approved by the Board starting 2012 will have to amended accordingly, while taking into account other factors, including providing the lowest level with a living wage; ensuring a flat high level of health insurance coverage across all categories, rewarding capability and performance; clarifying pathways for promotion, and keeping salary levels in perspective in relation to the overall budget.

The salary package provides for a 'staff welfare fund' for critical and emergency needs of staff, such as illness, funerals, dealing with the impact of HIV/AIDS in the family, and increases in fees or housing rents. HakiElimu will provide a flat amount to the fund each year. The fund provides a practical mechanism of responding to serious staff needs while limiting the risk and unpredictability of such costs on the organization.

The staffing structure and levels were developed by the management in consultation with the staff, using the salary survey done in October 2011, and have been approved by the Board of Directors. The overall principle guiding the development of staff structure and package has been to strike a balance between protecting the sustainability of the organization and boosting staff morale through provision of decent wages that meet staff needs and aspirations. The staff budget is fully transparent and all staff benefits have been reflected in the staff line item, under each program unit. Nonetheless, despite any increase, the overall share of staff costs is contained between 20% - 25% of the overall budget, lower than many comparable organizations.

In addition, each year HakiElimu will engage about 8-10 interns (2-3 interns at any one time) and about 2-3 international resource persons. The relationship between HakiElimu and interns is of mutual benefit. The interns are provided with an opportunity to work alongside experienced staff in analysis, program development, writing, activism, monitoring and evaluation among other areas, and generally participate in all meetings open to staff. In a short time, interns have gained strong skills, experience, confidence and connections. This contributes to the development of capacity of young Tanzanians. In turn HakiElimu benefits from the contribution of intelligent and motivated young people, and staff also learn from the interaction with interns. Interns typically are mid-way through their first university degree or are recent graduates. The

internship period normally lasts between 3 and 6 months. HakiElimu provides interns with a small stipend and lunch.

International resource persons represent an opportunity for intellectual and cultural exchange, as well as a sharing of different ways of doing things. Staff at HakiElimu and elsewhere has gained new perspectives and skills through this interaction, and the international volunteers often return better informed about the South and global relations and motivated to make a difference.

During the 2012-2016 period HakiElimu plans to engage 2 resource persons, one at a time. Volunteers are typically engaged for a 2 year duration, extended for a further 2 years if needed. Remuneration is usually equivalent to program officer levels in the salary structure, unless the resource persons are provided through volunteer sending agencies, in which case a small stipend is provided.

Monitoring and Reporting

Planning, monitoring and evaluation

HakiElimu uses a comprehensive program approach instead of separate individual projects. Accordingly, the organization produces one comprehensive annual plan, a corresponding comprehensive annual budget, and a corresponding comprehensive annual narrative and financial reports. This is known as the 'one plan-one budget-one report' approach. All its work and reporting is consistent with and accommodated within this thinking.

HakiElimu has developed a comprehensive outcome mapping monitoring plan with rigorous and practical planning, monitoring and evaluation tools and processes within the organization. The primary and driving purpose for these is to measure progress and to enable the effective functioning, learning and development of the organization itself. The annual workplan and review documents described below will also be shared with partners, including development partners. The monitoring system and process will be enhanced and staff enabled to conduct monitoring, proper recording of outputs, outcomes and impact, (using specific indicators and tools) to feed into all reviews and reports of HakiElimu.

The planning and monitoring process includes several key components. Once each year, usually in December, HakiElimu will hold a weeklong retreat to review the past year, document progress and lessons learned, and draw from

these to prepare an analytical narrative report and a detailed annual workplan for the following year. The meeting will use a participatory process and all core HakiElimu staff will be encouraged to participate actively. The workplan will make use of a modified logical framework analysis and outcome mapping exercise. Emphasis will be placed on developing clear objectives and measuring progress, including specific verifiable output and outcome indicators. The annual plans will be shared with the Board for approval and development partners for information around mid-January of each year.

Drawing from the annual workplan, each unit will also develop more detailed quarterly activity plans to guide their work and monitor achievement. Staff will use these plans on an ongoing basis, with support and supervision from the Managers. One day each quarter will be set aside for joint organization-wide review of the previous quarter and finalization of the upcoming quarter. In late July of each year, HakiElimu will prepare a half year 'progress brief' of 7-10 pages, articulating achievements and challenges in relation to annual plans in point form, and noting any major issues or revisions needed. A simple budget versus expenditure table covering the same period will also be prepared. These reports will be provided to the Board and development partners (see also see section below on donor relations).

Review and evaluation will be conducted in several ways. Program staff will continually monitor and assess progress through the processes described above. A more systematic and comprehensive review will be conducted at the annual retreat. Throughout, feedback mechanisms will be developed in all three program areas and responses received will be analyzed and documented. Independent evaluators may also be recruited to assess specific programs or initiatives, and to undertake stakeholder surveys. Towards the end of the program period, HakiElimu will collaborate with partners to undertake one joint, comprehensive external evaluation around June 2015, so that findings can feed into the development of the program strategy beginning 2017. Major evaluation reports will be shared with partners and posted on the HakiElimu website.

Financial accounting and sustainability

HakiElimu has developed strong financial systems and practices and seeks to conform to International Financial Reporting Standards (IFRS) that reflect the highest ethical and technical standards. Principles of strict accountability and transparency have been stressed throughout, and steps taken to develop a

shared staff ethic regarding the responsible use of resources. The Finance and Administration Manager is qualified as a certified public accountant (CPA), the highest qualification in his sector. Most staff have received basic training in the application of financial procedures and the principles underlying them.

Significant progress has been made in developing clear policies and procedures, including the development of user-friendly manuals that have been recently updated. These manuals have been adopted by several other organizations. A software package with capacity to generate powerful analyses and queries (Pastel) has been in use for some time. The finance unit will continue to produce reports to allow staff and management to track incomes and expenditures in relation to budgets and activities on a monthly basis, and to undertake other financial management functions such as bank reconciliations and management of assets.

Auditing is a key component of financial management at HakiElimu, and serves two main purposes: to assess the integrity of the management of funds and assets, and to outline ways in which financial management systems can be improved. The Executive Director and the Finance and Administration Manager are responsible for developing and implementing a rigorous internal auditing process. HakiElimu accounts are audited annually on a calendar year basis by an internationally recognized external firm appointed by the Members of HakiElimu upon recommendation of the Board of Directors. The audited Financial Statement are scrutinized by the Board and approved by the Members at the Annual General Meeting before being forwarded to partners and development partners, and posted in full on the HakiElimu website.

From 2001 HakiElimu has received a 'clean' report without any qualifications in all 10 years since its founding. HakiElimu has always been audited by credible International Audit firms.

Achieving sustainability is an important question for HakiElimu. The nature of our mission and the context in Tanzania mean that HakiElimu cannot become financially self sufficient for the foreseeable future. Nevertheless, we will seek to achieve sustainability in several other important ways. Programmatically, HakiElimu will focus on the development of institutional capability and on initiatives that can be sustained without our continued presence. For this reason, for instance, HakiElimu will not operate separate projects or provide funds to community levels but instead enable people to take charge of their own

institutions and generate own funding. Among other actions, support will be provided to people's associations to mobilize and manage educational resources.

Organizationally, HakiElimu will continue to build robust institutional capability so that we can become a vital and sustainable national organization over the long term. From the outset, explicit attention has been given to developing capacity in our Board, staff, alliances and systems. Financially, HakiElimu will seek to demonstrate value for money and high impact in relation to our budget. Systems have been established to ensure full confidence in the integrity of financial management, and this will continue to be verified through an independent annual audit by a major reputable firm. Open and close working relations have been developed with donors and HakiElimu seeks to continue this in the next program phase.

HakiElimu raises funds for a long-term endowment fund through limited consultancy services, where doing so is consistent with HakiElimu's objectives and does not distract the organization from its core purposes. The basic purpose of the proposed fund would be to provide longer term basis for core costs to be covered by HakiElimu, and to shield the organization against sudden changes in the funding environment. HakiElimu will continue to explore areas of investment and generating income to ensure funding sustainability in future strategies. Strict rules would be developed to ensure fund is well managed for the benefit of the community we serve.

Reporting and donor relations

Consistent with its one plan-one budget-one report approach, HakiElimu will compile one common set of plans and reports for its Board and development partners. Fundraising will be done on the basis of this comprehensive five year program strategy, which will lead to the annual plans (described above). There will be two reports each year, a comprehensive narrative and audited financial report annually (provided around April) and brief mid-year progress reports (provided around August). The annual reports will be detailed and of high quality, and seek to meet all reasonable general donor requirements. The narrative report will provide a comprehensive account of progress made in relation to the program proposal and annual workplan. It will be highly analytical and reflective, and provide a substantive discussion on the effectiveness of the HakiElimu strategy, lessons learnt and implications for future work. This report will be distributed to interested parties and posted on the HakiElimu website. An independently

audited financial report will provide, consistent with IFRS, full disclosure of all important aspects. A management letter will also be requested and made available as information to development partners as needed.

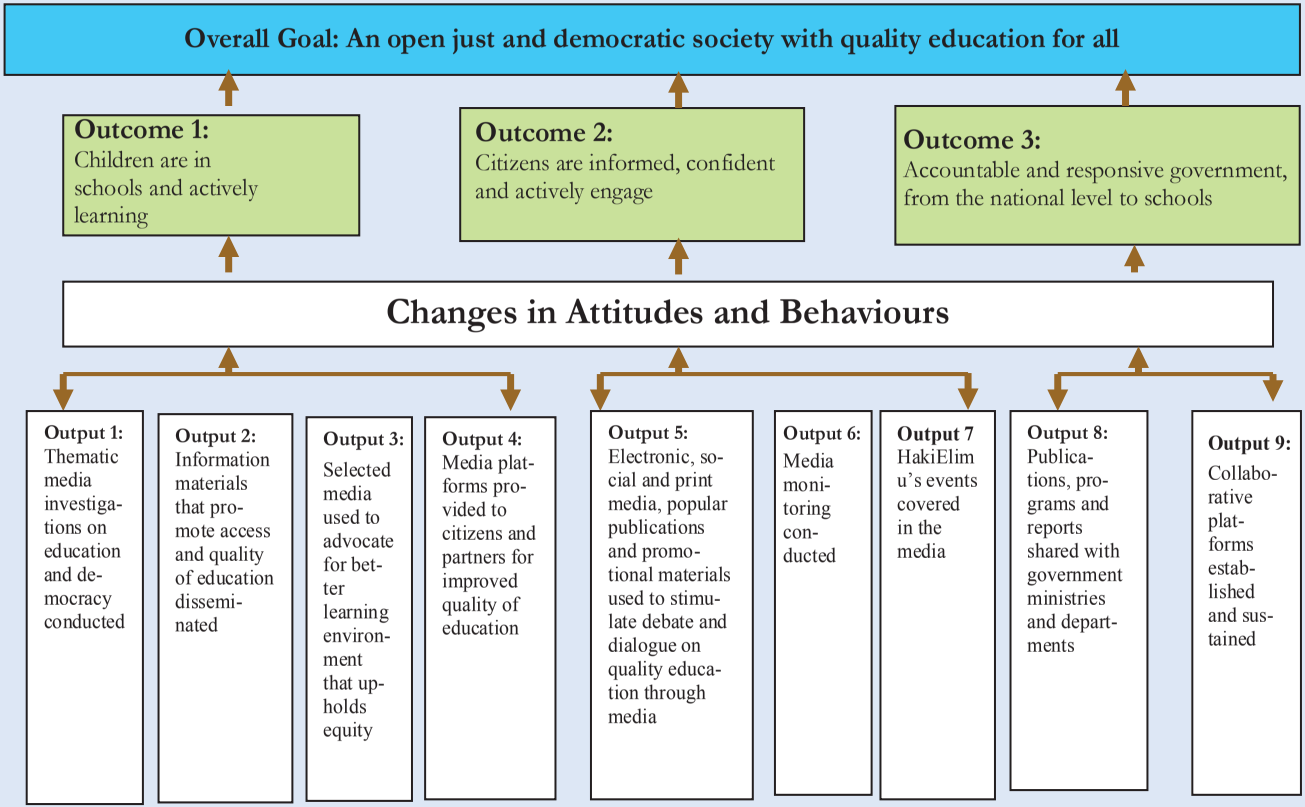
The mid-year reports will be brief, of about 7-10 pages as described above. They will cover the January to June period, and provide a succinct account in point form of progress and challenges, as well as budget vs. expenditure for the same period.

HakiElimu meets with development partners twice annually to share plans and reports, and discuss progress, usually around April and September. To the maximum extent possible formal exchanges regarding reporting are handled in these meetings rather than bilaterally so as to minimize transaction costs, and to foster mutual dialogue among HakiElimu's development partners. Bilateral development partners missions and visits are generally discouraged, though development partners may participate in ongoing work where this will not cause disruption or unduly influence outcomes.

HakiElimu seeks co-funding support and healthy working relationships with a group of development partners with shared interests. We will cultivate relationships with development partners on principles of partnership, including mutual respect and transparency, and minimizing transaction costs so that HakiElimu can concentrate its resources on its core mission. Development partners will be requested to contribute towards the overall HakiElimu 5 year program for 2012-2016, rather than select specific aspects or years for support. All incomes, expenditures and activities will be reported to all development partners. HakiElimu will seek to avoid an over-reliance on any one development partners or dealing with too many development partners; as a general rule therefore we will accept no more than 35% or less than 7.5% of the total budget from a single development partners. HakiElimu therefore seeks core/budget support from a set of 5-7 development partners.

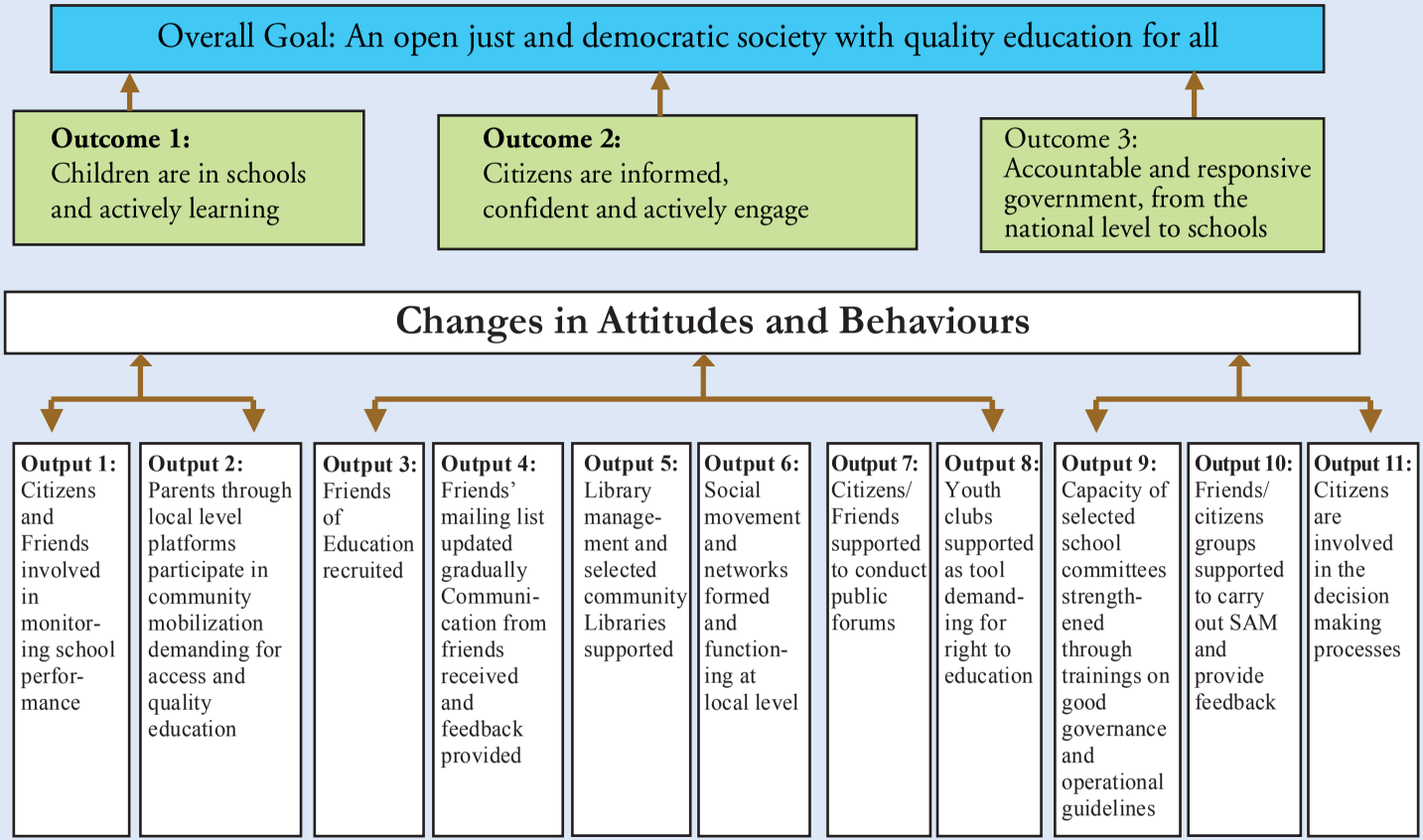
Outcome Monitoring

Annex 1. MA Unit



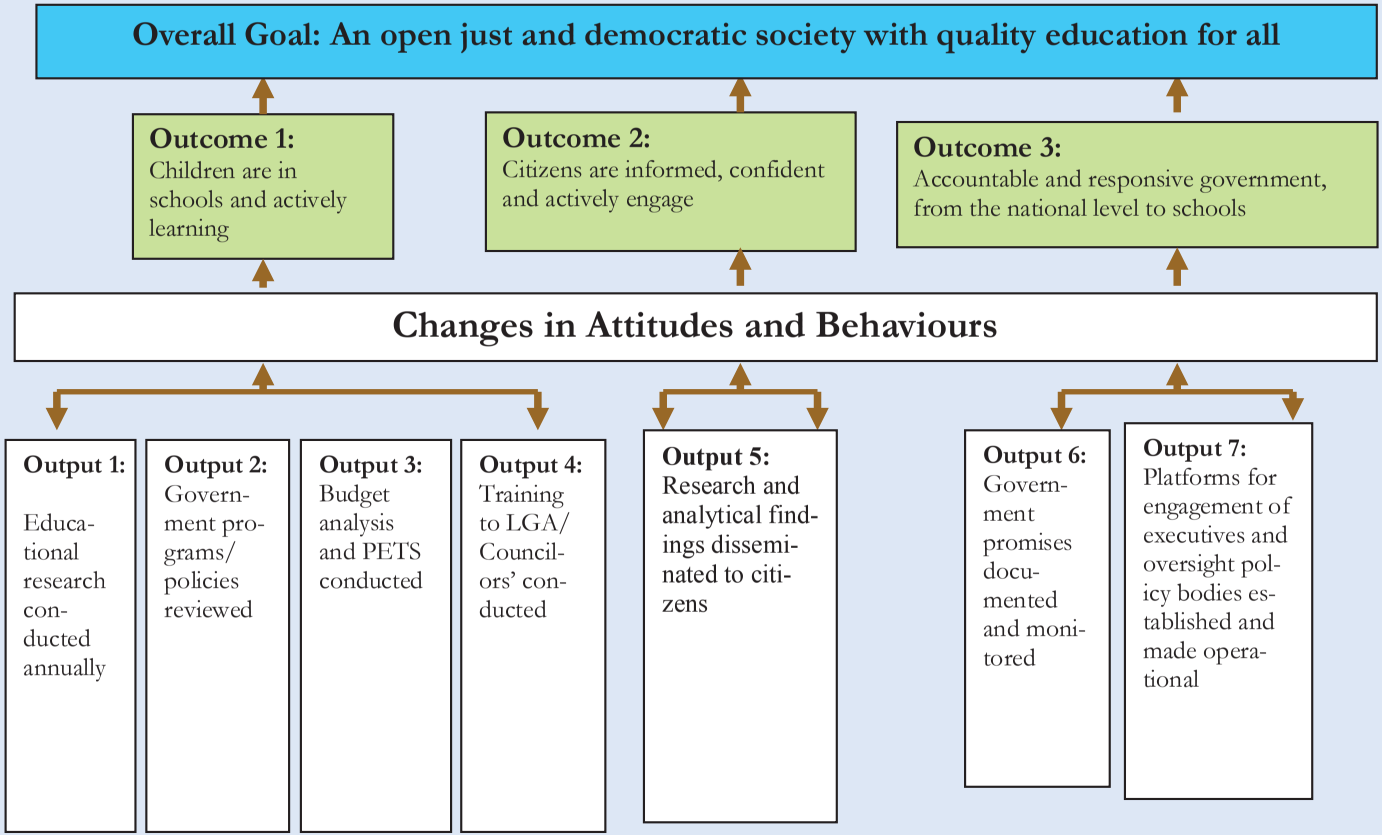
Outcome Monitoring

Annex 2. CEA Unit



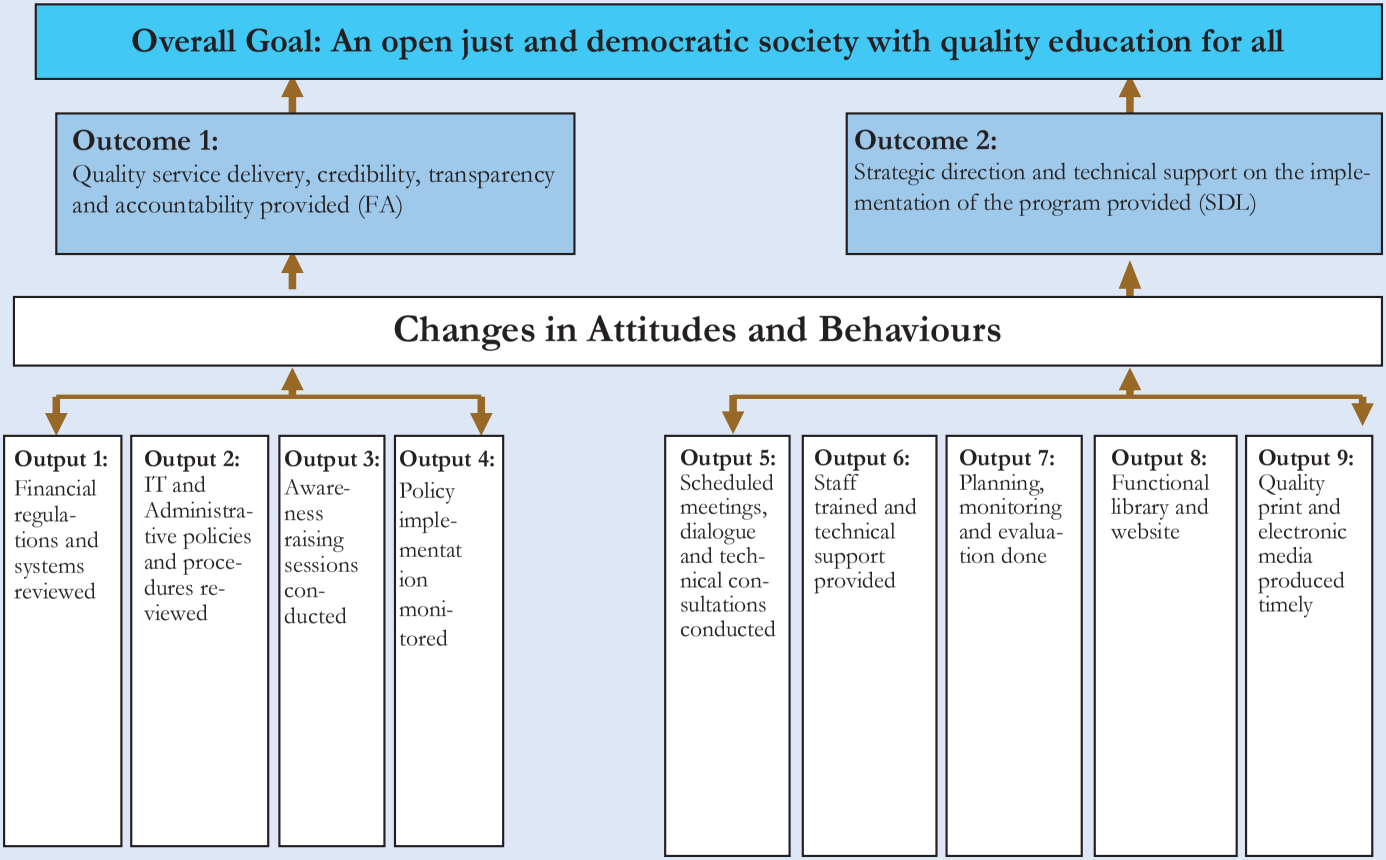
Outcome Monitoring

Annex 3. RPA Unit



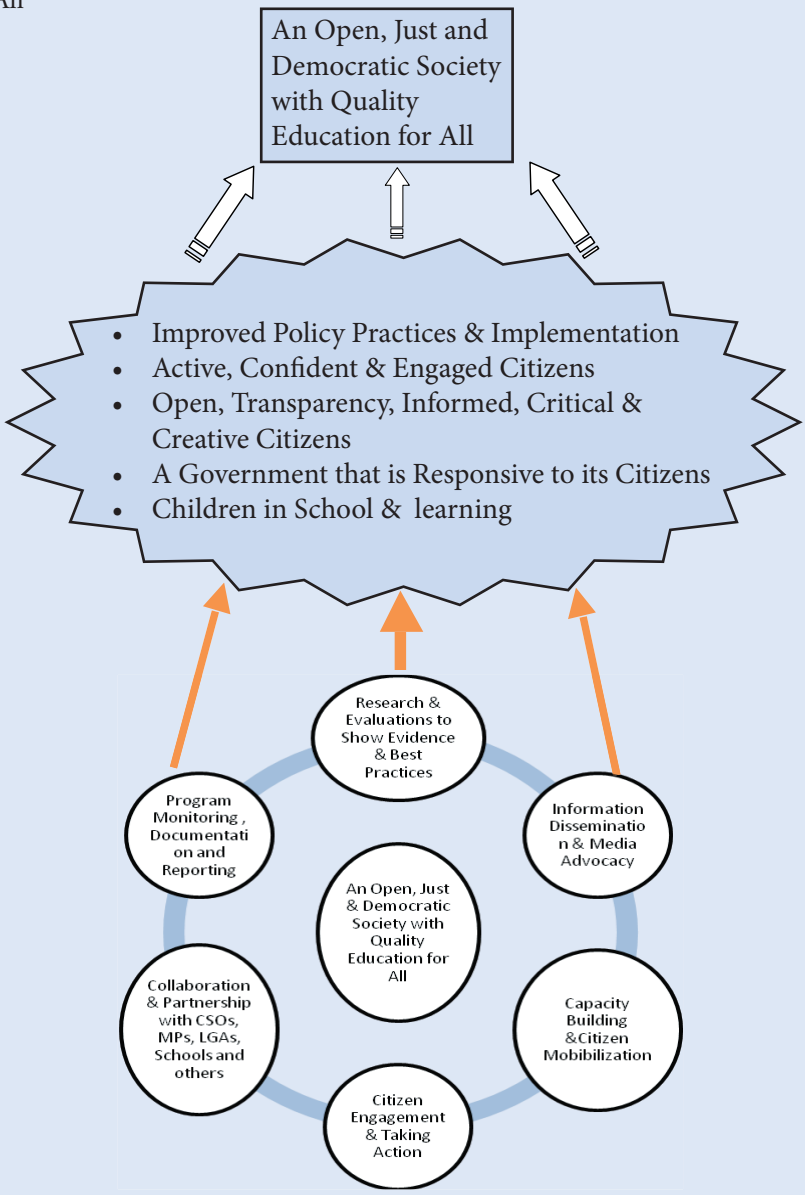
Annex 4. Support Units

Outcome Monitoring



Theory of Change

Overall Goal: An Open, Just and Democratic Society with Quality Education for All



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